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ABSTRACT

This report summarizes for fiscal year 1995 the adult education activities implemented throughout the state of Florida in response to and in support of the Florida Model Literacy Program Act of 1978 (Florida Adult Literacy Act). In addition, the report presents a summary of the activities initiated under Blueprint 2000, legislation that substantially expanded Florida's commitment to adult literacy. Some activities initiated under the Florida Adult Literacy Plan include the following: the use and training of volunteer instructors as part of an adult literacy volunteer program; interagency and intra-agency cooperation and coordination through meaningful local working agreements; coordination of adult literacy efforts with public libraries and other local sponsors of adult and family literacy programs; increased feasibility of a progression toward individualized instruction; program evaluation criteria and procedures; identification, recruitment, and retention of adults lacking basic skills; and implementation of intergenerational and workplace adult literacy programs. The following activities were initiated during fiscal year 1995 to implement Blueprint 2000: (1) technical assistance was provided in the development of a new rate to measure progress in adult literacy; (2) technical assistance was provided to assessment teams to employment school improvement and accountability; (3) the Governor's Commission on Government Accountability to the People will use literacy rates as one of its benchmarking standards; and (4) technical assistance was provided to school districts. The number of participants in adult literacy programs increased by almost 100,000 in fiscal year 1995 over the previous fiscal year, and other measures of adult literacy remediation also were strongly positive. (KC)

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ED 397 243

ACHIEVING ADULT LITERACY IN FLORIDA

FLORIDA ADULT LITERACY PLAN STATUS REPORT

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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FOREWORD

There are two necessities: the skill of reading and the love of reading.

Education is a lifelong experience. Our target population is every man, woman, and child--because every man, woman, and child is a potential student.

Frank T. Brogan
Florida Commissioner of Education

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Frank T. Brogan

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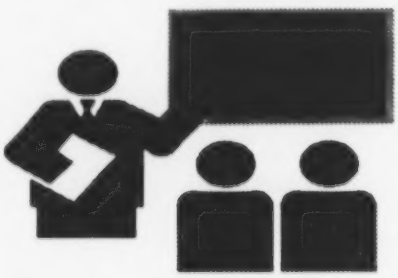
Achieving Adult Literacy in Florida

Status Report for FY 1995

Background

The Florida Adult Literacy Act

This report summarizes for fiscal year 1995 the adult education activities implemented throughout the state of Florida in response to and in support of the Florida Model Literacy Program Act of 1987, better known as the **Florida Adult Literacy Act**.



The Act committed the state to an organized, systematic, and coordinated approach to resolving the problem of adult illiteracy at both the state and the local levels. This effort has mobilized policy-makers, program managers, and staff members in state governmental agencies, local governmental agencies, school districts, community colleges, private organizations, professional groups, and volunteer organizations.

The legislation committed the state to targeting resources to assist adults lacking basic or functional literacy competencies in attaining the skills, knowledge, and experience needed to enhance their economic self-sufficiency.

Legislative Intent

The legislative intent of the Act was to :

- improve state-level institutional cooperation and coordination among governmental agencies and private, volunteer, and/or public-support agencies;
- create an integrated local delivery system for literacy services; and
- provide guidelines for public schools and community colleges serving as local educational agencies for adult education to utilize in the development and implementation of local adult literacy plans.

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Blueprint 2000

In addition, this report presents a summary of the activities initiated under Blueprint 2000. Florida's legislature responded to the National Education Goals, adopted by the nation's governors and the president in 1989, and to the U.S. Secretary of Labor's SCANS (Secretary's Commission on Achieving Necessary Skills) Report, released in 1991, by passing legislation in the spring of that year establishing the Florida Commission on Education Reform and Accountability and Blueprint 2000, a system of school improvement and education accountability. ***Blueprint 2000 Goal 7*** directly addresses adult literacy: "*Adult Floridians are literate and have the knowledge and skills needed to compete in a global economy and exercise the rights and responsibilities of citizenship.*"

This legislative effort substantially expanded Florida's commitment to adult literacy. Responsibility for academic excellence was returned to schools, teachers, parents, and students--those closest to the instructional program. All schools, not merely adult education centers, are required to address adult literacy in needs-assessment activities.

ACTIVITIES INITIATED UNDER THE FLORIDA ADULT LITERACY ACT

As part of the school-improvement initiative, the Goal 7 Work Group was formed to develop an assessment design to measure the progress of adult students. The work group consisted of ten adult literacy practitioners from school districts, community colleges, universities, and communities throughout Florida. The urgency of the group's efforts was made apparent with the release of the State Adult Literacy Survey (1994), which found that nearly a quarter of the state's adult population is unable to decipher the most basic written instructions or to perform routine written quantitative tasks. The work group also recognized that Florida's unique geographic and multicultural situation requires dynamic adult education and literacy programs that are linked with school-improvement initiatives currently underway.

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To support the creation of a network designed to more fully integrate K-12 school improvement activities and adult and lifelong learning, the Goal 7 Work Group suggested:

- that schools involve family and community representatives in assessing literacy needs at all levels and
- that the educational establishment and community institutions collaborate more closely to help reach the high literacy standards demanded in the global economy.

Since the enactment of the Florida Adult Literacy Act in 1987, its objectives have been supported by the following activities:

- The Florida Adult Literacy Policy Academy Team was established and operated to develop guidelines and procedures for use by the Florida Department of Education, school districts, and community colleges in implementing the provisions of the Act.
- The Florida Adult Literacy Plan, which included clearly defined performance objectives, was developed and disseminated.
- Local literacy plans and subsequent annual reports were developed and reviewed.
- Cooperative local adult literacy development activities were implemented and/or expanded.

The Florida Adult Literacy Policy Academy Team

The Florida Adult Literacy Policy Academy Team, which developed the Florida Adult Literacy Plan, represents local educational agencies, private businesses, and state agencies, including the following:

- Governor's Office
- Correctional Education School Authority
- Department of Corrections
- Department of Education

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- Department of Health and Rehabilitative Services
- Department of Labor and Employment Security
- Department of State, Division of Library and Information Services

Policy Objective

The ***Florida Adult Literacy Plan***, the blueprint for implementing the Florida Adult Literacy Act, established the following policy objective to guide local adult education activities:

Florida will reduce the adult population lacking basic literacy skills (defined as below the sixth-grade level, grades 0 through 5.9) and functional literacy skills (defined as below the ninth-grade level, 6.0 through 8.9), or competencies related to prose, document, and quantitative literacy skills.

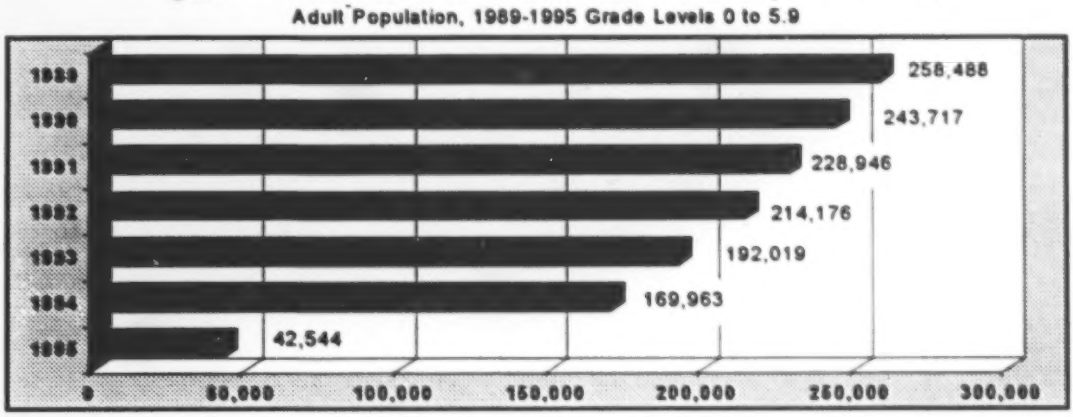
Agency Functional Plan, 239.305 (4), F.S.

Service Goals : Basic Literacy

Figures 1 and 2 represent Florida's service goals for reducing basic and functional illiteracy by 1995.

Figure 1. Service Goals* for Basic Illiteracy Reduction

Adult Population, 1989-1995 Grade Levels 0 to 5.9



Source : ***Florida Adult Literacy Plan***

* Based on 1980 Census

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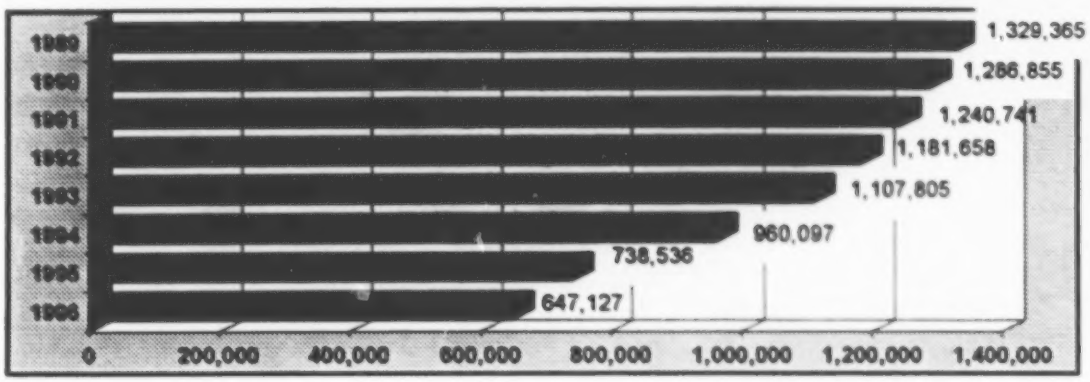
Service Goals: Functional Literacy

Figure 2. Service Goals* for Functional Illiteracy Reduction

Adult Population, 1989 - 1996 Grade Levels 0.0 to 8.9



Source : ***Florida Adult Literacy Plan***

* Based on 1980 Census

State and Local Literacy Plan Components

The ***Florida Adult Literacy Plan***, as developed in 1988 and amended in 1991, was designed to provide a guide for state and local action plans. Agencies ensure that their action plans are comprehensive and focused on the desired outcomes by addressing the following seven components required by the Florida Adult Literacy Act:

1. ***utilization*** **and** ***training of volunteer instructors*** as part of an adult literacy volunteer program

2. ***interagency*** **and** ***intra-agency cooperation*** and coordination through meaningful local working agreements

3. ***coordination of adult literacy efforts*** with public libraries and other local sponsors of adult and family literacy programs

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4. ***increased feasibility of a progression toward individualized instruction*** by reducing class size

5. ***program evaluation*** criteria and procedures

6. ***identification, recruitment, and retention*** of adults lacking basic and functional literacy skills or competencies related to prose, document, and quantitative literacy skills

7. ***implementation of intergenerational and workplace*** adult literacy programs to assist parents in the development of skills required to positively affect their children's education and to improve their potential to gain, maintain, or improve employment opportunities

Blueprint 2000 Activities

The following activities were initiated during FY 1995 to implement Blueprint 2000, the school-improvement and education-accountability legislation.

- Technical assistance was provided in the development of a new rate to measure progress in adult literacy.
- Technical assistance was provided to the Goal 7 and assessment teams to assist with implementation of School Improvement and Accountability Reform.
- The Governor's Commission on Government Accountability to the People(GAP) will use literacy rates as one of its benchmarking standards.
- Technical assistance was provided, as needed, to school districts.

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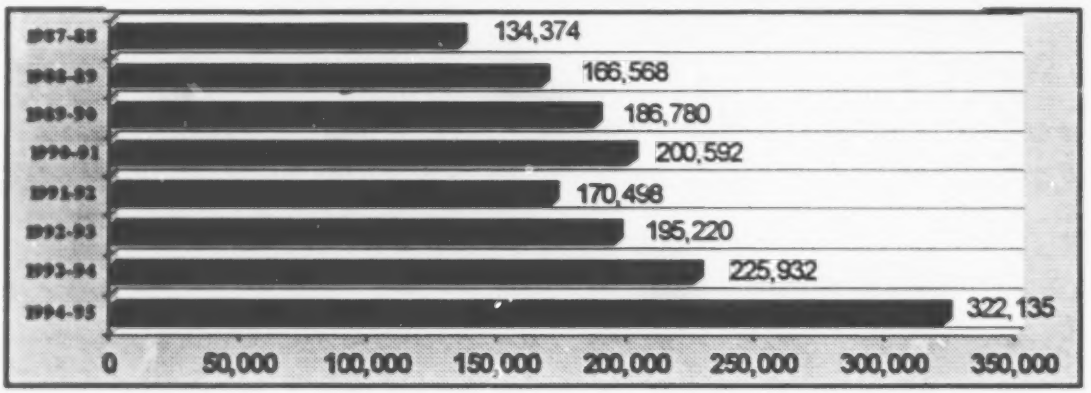
Outcomes Through the Implementation of Local Adult Literacy Plans

Full implementation of local adult literacy plans by school districts and community colleges designated as local educational agencies for adult education began during the 1989-90 academic year. Figures 3-5 represent a "baseline" perspective of participation in adult literacy activities throughout the state from FY 1988 through FY 1995.

Participation for Basic Illiteracy Reduction

Figure 3. Participation for Basic Illiteracy Reduction*

Adult Population, Fiscal Years 1988-1995 Grade 0 to 5.9



Source: *Adult Education Annual Report*

*** Excludes volunteer programs prior to 1990-91; includes volunteer programs since 1990-91.**

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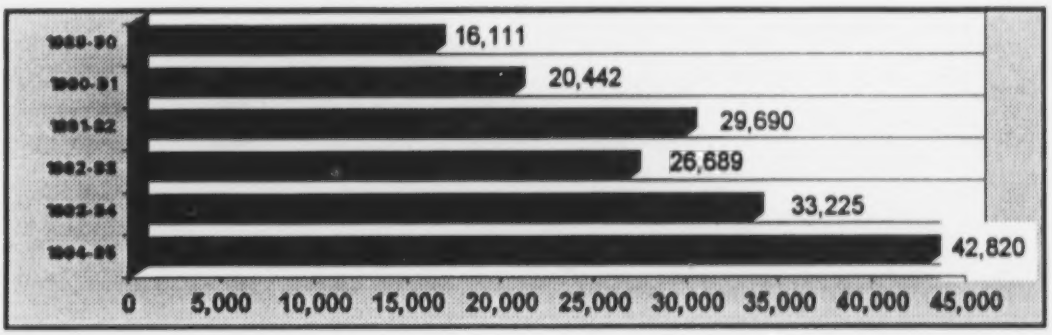
Participation: Volunteer Programs

Figure 4. Participation of Adult Basic Literacy Students in Volunteer Programs

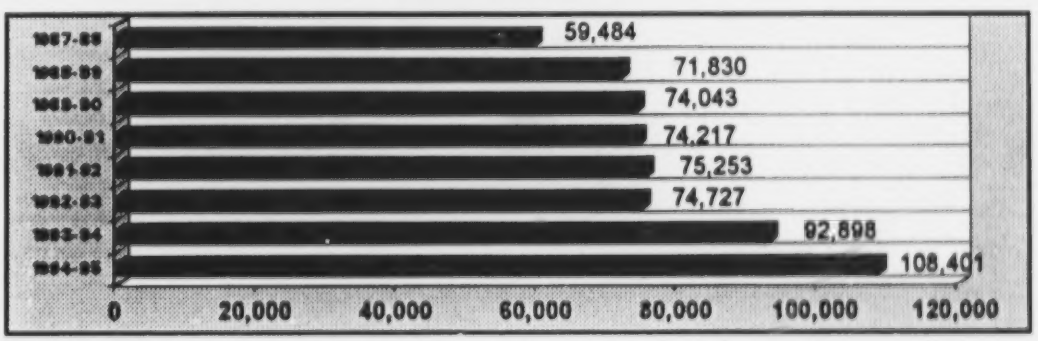
Fiscal Years 1990-1995



Participation: Functional Illiteracy Reduction

Figure 5. Participation for Functional Illiteracy Reduction*

Adult Population, Fiscal Years 1988-1995
Grade Levels 6.0 to 8.9



Source: *Adult Education Annual Report*

***Excludes volunteer programs prior to 1990-91; includes volunteer programs since 1990-91**

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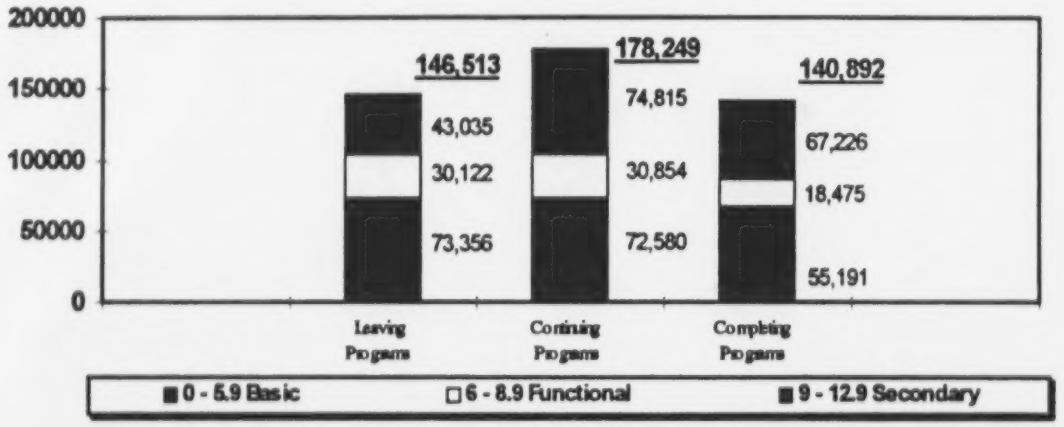
1995 Outcomes

In FY 1995, Florida's adult education program providers served 465,654 students--an increase of 22,691 over 1994. Figure 6 represents a breakdown of outcomes in terms of the number leaving the programs, the number continuing in programs, and the number completing programs for each of three categories: basic literacy, functional literacy, and secondary programs.

Figure 6. Outcomes of Participation

Fiscal Year 1995 -- 465,654 Enrolled with LEAs



Adult students give many reasons for leaving programs. Among the reasons documented upon student exit are the following: (1) a job opportunity, (2) a geographical move, (3) health problems, (4) childcare problems, (5) family problems, (6) lack of interest, (7) change of schedule (time is not convenient), (8) transportation problems, (9) location of class, (10) unknown reason, and (11) changed address or left area .

Characteristics of Adult Students in Florida

The characteristics of adult education learners differentiate them from traditional learners in K-12 programs. To develop programs that produce successful students, educators must have a thorough understanding of these characteristics.

Research indicates that adult learners are diverse: they vary in ages, abilities, job experiences, cultural backgrounds, and personal goals.

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Their educational backgrounds range from no formal schooling to many years of schooling. Their personal identities are generally well developed. Most have had rich life experiences, which serve as learning resources.

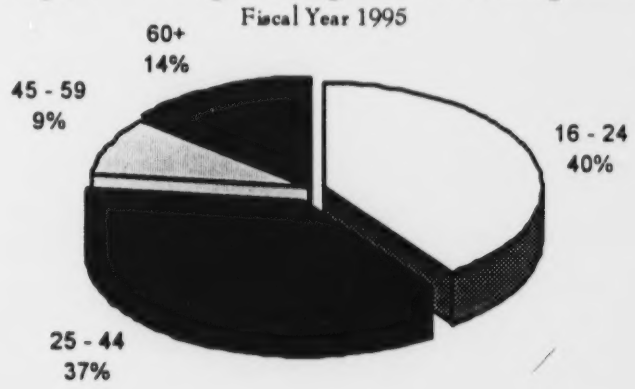
Adults tend to be pragmatic learners. They study voluntarily to better their lives in some way. Many are learning to improve their performance in family, vocational, or social roles. Because school work is only one of their numerous responsibilities, the opportunity to interrupt and restart the process is critical to their needs.

Many adult students retain negative impressions about their abilities or about school in general. As young people, they had problems with learning and/or the school system. These early memories often arouse feelings of insecurity. Returning to school as adults may also cause them embarrassment.

The Adult Education Program Evaluation and the Adult Education Annual Report give the following information about Florida's adult students:

- Between 64 and 71 percent are unemployed.
- Approximately 29 percent are married, and 66 percent are single.
- About 31 percent are parents.
- Roughly 6 percent receive a welfare check, and 9 percent are in an HRS program.
- Student ages range widely; the majority are under 44 years of age.

Figure 7. Age Ranges of Participants



Selected Accomplishments of Local Agencies

Significant local accomplishments have resulted from the implementation of the *Florida Adult Literacy Plan*. Through the linking, coordinating, and maximizing of local resources, real progress has been made in meeting the literacy needs of Florida's communities. Results may be best understood when presented statistically for each of the Plan's seven components:

Component 1: VOLUNTEER INSTRUCTION

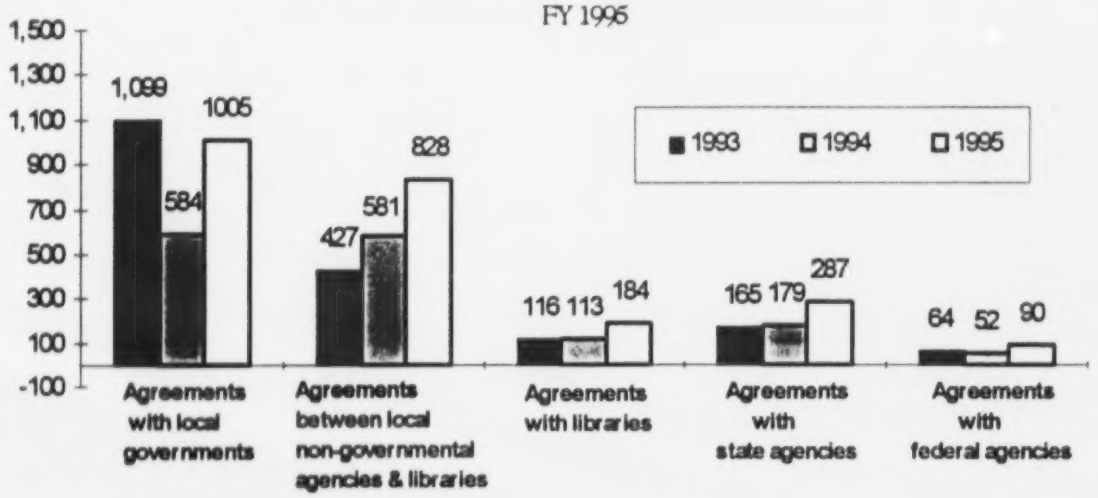
- Seventy-one agencies reported linkages for volunteer services.
- Volunteers provided 242,028 hours of instructional assistance.
- The services contributed by volunteers, calculated at approximately $10.00 per hour, had a dollar value of $2,420,280.

Component 2: LOCAL WORKING AGREEMENTS

- A total of 1005 agreements were developed with local governmental agencies for the delivery of adult literacy services in 1995. (See Figure 8 for this and the following items.)
- A total of 828 adult literacy service agreements were developed between local nongovernmental agencies and libraries in 1995.
- A total of 184 agreements with libraries were formed for the delivery of adult literacy services in 1995.
- A total of 287 agreements were formed with state agencies for the delivery of adult literacy services in 1995.
- A total of 90 agreements were developed with federal agencies in 1995.

Figure 8. Local Working Agreements

FY 1995



Component 3: Coordination of Local Efforts

- A total of 1005 local agencies and 184 libraries coordinated adult literacy services in 1995, as compared with 672 agencies and 164 libraries in 1994. (See Figure 9, page 13.)

- In 1994, 174 religious organizations participated in the coordinated delivery of adult literacy services; this number increased to 215 in 1995. (See Figure 10, page 13.)

Figure 9. Coordination of Services

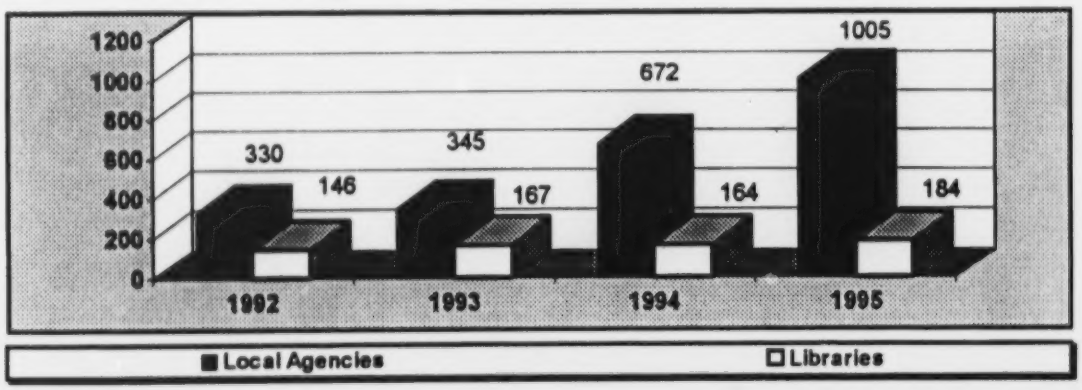
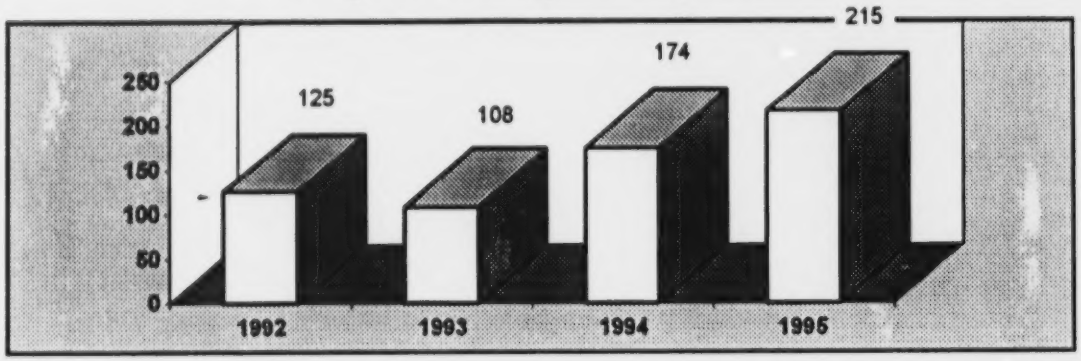


Figure 10. Religious Organizations



Component 4: <u>INDIVIDUALIZED INSTRUCTION</u>

- Class size remained at a range of 20 to 41 in district schools.
- Class size remained in a constant range from 25 to 30 in community colleges.
- Volunteer tutoring remained a one-to-one activity.
- Group tutoring had class size of 10 to 13 students.

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Component 5: PROGRAM EVALUATION

- A total of 71 agencies with approved adult literacy plans submitted annual performance reports to the Department of Education.
- Annual literacy plan reports provided the data references in each of the seven components described in this section.
- Compliance and performance on-site reviews are conducted annually so that every five years all local educational agencies have been evaluated.

Component 6: RECRUITMENT OF ADULTS

- A total of 45,004 adults were referred for adult literacy services in 1995.
- Referral agencies included the Department of Corrections, literacy volunteer groups, JTPA, HRS, Project Independence, LEAs, libraries, Job Service, adult literacy centers, Florida Literacy Coalition, National Literacy Hotline Telephone and others.

Component 7: INTERGENERATIONAL AND WORKFORCE LITERACY

- The "Discover New Worlds" family literacy awareness campaign was continued. Posters and materials were disseminated statewide.
- Over 3,703 students were served at work sites throughout Florida.
- New MIS data elements were developed in order to allow adult education to capture family literacy, workforce education, and Probationers' Educational Growth (PEG) programs.

Selected Accomplishments Of State Agencies

The following state agencies reported major accomplishments in the area of literacy education.

Governor's Office

- The Governor's Office granted responsibility for the administration of the Florida Adult Literacy Resource Center to the Department of Education for another year.

Correctional Education and Job Training

F.S. 944.801 (1995) changed the structure for delivery of correctional education:

- Office of Education and Job Training (OEJT)
- greater responsibility at the regional level
- appropriated 15 Special Education positions

Who we serve:

- 10,700 inmates in state prisons
- 72.3% of inmates are functionally illiterate
- 42% of inmates are eligible for special education

CESA (F.S. 242.68) Accomplishments (1993-94):

- 5,250 Mandatory Literacy Program participants (MLP)*
- 4,532 ABE participants*
- 3,704 GED participants
- 1,230 GED's awarded (a 75% passing rate)
- 293 inmate tutors; 83 citizen volunteers

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Where we serve:

- substantial academic programs at 22 major institutions
- academic/vocational classes at 25 additional sites
- CAI in five youthful offender facilities
- contract services in 1 of 4 private facilities

- The mandatory literacy program (MLP) (150 hours of literacy services (ABE) for offenders who test below ninth grade and have two years or more remaining on their sentence) continued to be available at 44 correctional sites.

- The waiting list for the MLP was virtually eliminated in five institutions after services were increased.

- A full-time literacy coordinator was designated to coordinate citizen volunteers by the Department of Corrections.

- The Office of Education and Job Training, Department of Corrections (OEJT/DC) provides adult education services at 42 major institutions and 6 other sites including work camps, detention centers and basic training units.

- OEJT/DC has implemented the Florida Adult Education Curriculum Frameworks and is incorporating the Functional Skills Curriculum.

- OEJT/DC continues to incorporate advanced technology in the class rooms. Currently there are 18 computer assisted instructional labs in 14 correctional facilities.

- Title I (A federally funded education program for inmates under the age of 21) has expanded from 6 to 12 sites.

- The voluntary literacy program provides an average of 12,780 tutorial hours per month. This service was provided by 119 citizens and 722 inmate volunteers.

- Several literacy coordinators gave presentations at statewide literacy conferences about literacy programs in the state prison system.

- During fiscal year 1994-95, 1802 inmates received their GED.
- Thirty-two different vocational programs are available to inmates. These programs are taught by 113 vocational teachers at 31 correctional institutions.
- Computer technology is used as an instructional aid for primary literacy. Seven computer-assisted labs were placed in five youthful-offender (ages 14-24) institutions.
- The Department of Corrections used inmate welfare grant monies to fund 11 literacy coordinators when the Volunteers in Service to America (VISTA) project ended.

Department of Corrections (DOC)

- The Youthful Offender Program was expanded to include basic and functional literacy education programs.
- Linkages were developed to better articulate prisoners' skills and educational levels with the needs of potential employers or the requirements of other educational programs.

Probationers' Educational Growth (PEG)

- Statistics show that offenders with no previous criminal record are the fastest-growing group of lawbreaking citizens in the United States. Many of these first time offenders are placed on probation and must obey special conditions ordered by the court. Without appropriate intervention, these first-time offenders are likely to break the law again and enter the prison system. A partnership was formed in 1989 between the judicial system, the Department of Corrections, and the Department of Education that linked literacy to the judicial system. This partnership, called the Probationers' Educational Growth (PEG) Program was instrumental in changing legislation relating to offenders. Now, as a condition of

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probation, many offenders who lack a high school diploma are required to enroll in an adult education program and make a "good faith effort" toward obtaining a GED. The PEG program began as a 353 project in 1989 and has evolved into a nonprofit organization which now operates programs in 58 counties. (*Make the Right Move: Project LIFTT brochure.*)

Department of Education (DOE)

- ***Blueprint 2000***, with the inclusion of Goal 7: Adult Literacy, continued to assist in the coordination of literacy services throughout the state. School-improvement councils, needs-assessment practices, training, the implementation of Key Data Elements, and a drive for continuous improvement furthered the integration of literacy at all levels into the public school system.

Literacy Centers

- Literacy Centers continued to facilitate coordination among existing programs, enhance program capabilities, and link programs with state-of-the-art knowledge and practices acquired from local, state, and national resources.

- In response to the results of the State Adult Literacy Survey (SALS), conducted in 1992-94 by Educational Testing Services, the 1994 Florida Legislature reinstated adult literacy centers as one strategy to facilitate achieving Goal 7 by the year 2000. Interested providers from across the state submitted requests for proposals to receive the allocated state funding for establishing literacy centers. In conjunction with the TSIC (Targeted Service Improvement Clusters) initiative, three literacy centers were funded and strategically located to serve adults residing in and around the TSIC counties.

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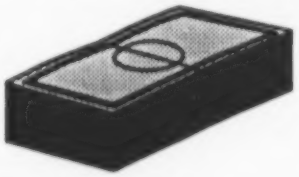
According to Florida Statute 239.309, the purpose of the literacy centers is to:

" ... identify, contact, counsel, and refer persons considered to be lacking basic or functional literacy skills or competencies related to prose, documents, and quantitative literacy skills to the appropriate private and public agencies, including human service agencies. The centers may not duplicate or supplant the existing services provided by public and private agencies operating within the district."



The state legislature appropriated $200,000 state dollars in 1994 and 1995 to the literacy centers. An additional $50,000 federal dollars (Section 322) were added to fund each of the three centers at $75,000.

Working closely with the TSIC projects, the literacy centers were instrumental in the 27% increase in literacy programs in the TSIC counties by providing childcare and transportation assistance, referral services, GED scholarships, marketing campaigns, volunteer training, staff development activities, and many other support services.

Targeted Service Improvement Clusters (TSIC) Initiative

- The 13 counties in TSICs were "clustered" in three specific regions of the state. Additionally, the counties were similar in demographics in that they were all rural, sparsely populated counties, and were experiencing little or no economic development. Each of the thirteen counties was also operating programs at or above cap levels, so room for expanding services was limited.

All adult education directors in the participating counties were surveyed on perceived student barriers to participation and on provider obstacles to program growth. All respondents listed problems with childcare, transportation and class locations/times as the top barriers to student participation. Provider obstacles included conflicting priorities on the job (many directors in small counties are also directors of other programs) and restrictions on state funds for classes (caps).

Each region became a Targeted Service Improvement Cluster (TSIC) and developed three unique projects that would encompass the needs of all 13 counties. Collaboration and innovation were the main requirements for receiving grants under

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this initiative (projects were funded from Section 322 discretionary dollars). The TSIC project is in its second year of operation and has facilitated a 27% increase in participation in adult education programs in the three regions.

- Indicators of Program Quality for Adult Education were incorporated into the Adult Education federal-grant process and the program-review process.

- The Goal 7 Work Group completed *An Interpretive Guide and Assessment Design* for the Florida Commission on Education Reform and Accountability. This report details indicators and benchmarks for each of the dimensions of adult literacy.

Family and Intergenerational Literacy

- Florida supports the assertion that the home is a child's first school, and the parent is a child's first teacher. If a parent is illiterate, the chances of his/her children growing up to be illiterate are high. Florida's adult education providers have embraced the concept of family literacy and have developed extensive programs to support this initiative. Programs like P.A.C.T. (Parents and Children Together) provide an opportunity for parents to enhance their literacy skills through such activities as reading to their children or helping their children to create crafts from common household items. Such programs also promote positive parenting skills and enhance the child's learning.

  The fact that Florida has the highest percentage of people over the age of 65 lends itself well to intergenerational programs. Seniors in our state are afforded the opportunity to earn a high school diploma, learn computer skills, or enhance the learning of a child through adult and community education programs. Florida's Council on Aging has formed a strong partnership with educators across the state and has brought much needed attention to the educational needs of the senior population.

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Department of Labor and Employment Security (DLES)

- Project Independence (PI), Florida's welfare-to-work program for public-assistance recipients, continued to collaborate closely with both local and state adult educators, literacy volunteers, and advocates to reduce illiteracy and assist our citizens in becoming a vital part of their communities and Florida's workforce. Close working relationships and a mutual commitment with local literacy providers helped PI staff provide effective case management to public assistance recipients striving to overcome their educational deficiencies in preparation for employment. Statewide, millions of dollars of enhanced educational services were provided to PI participants through jointly funded contracts with school boards and public community colleges. These schools contributed the state match required to draw down federal funds through PI. (Effective July 1992, the operation of PI was transferred from the Department of Health and Rehabilitative Services [HRS] to the Department of Labor and Employment Security [LES].)

- Project Independence continued to assist welfare recipients in attaining the basic education and pre-job skills necessary for independent living.

- The project began developing a performance-based incentive program for vocational education for PI participants.

- Project Independence is currently working with literacy providers to plan for welfare reform.

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Department of State, Division of Library and Information Services (DLIS)

- Public libraries, particularly those that offer literacy services, including training for literacy volunteers, will have an opportunity to participate in the Florida Distance Learning Network Project. The purpose of the FDLN project is to establish a coordinated system for cost-efficient advanced telecommunications services and distance education in support of improved learning opportunities and economic development. Public libraries will be able to use technology to connect learners with vital information.

- In partnership with the Association of Florida Laubach Organizations (AFLO), the Florida Adult New Readers Committee, and other state and local agencies and organizations concerned with literacy, the Department of State endorsed adoption of the ***New Reader Symbol of Literacy***. The Department assisted in promotion of the symbol statewide and nationally by underwriting the cost to design, reproduce and distribute over 1,000 decals. The symbol was displayed at the entrance of every public library in Florida, including mobile units. A space was provided on each decal to write the telephone number of the local literacy program or the statewide toll free telephone numbers for the Florida Literacy Coalition or AFLO.

- The Department of State sponsored the 1995 Cabinet Resolution declaring September as Literacy Month in Florida and September 8 as "Literacy Day". Throughout the month, Opinion Editorial (Op-ed) pieces highlighting literacy, promoting awareness of the need for a literate Florida, and recognizing literacy providers, particularly library and literacy volunteers, were developed by the Secretary of State, and published in all major newspapers in Florida. The Op-ed pieces were also mounted on the Department of State's web site, and reproduced by local and regional newspapers and news bulletins.

- Through direct participation and training in a national U.S. Department of Education Library Programs project titled ***"Evaluating Library Programs and Services: Tell IT! A Framework for Planning and Evaluation"***, the

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Department's Division of Library and Information Services, continued for a second year, training for over **135** public library administrators and system-level staff statewide in techniques of effective planning and program evaluation. Training will be provided on an ongoing, "as needed" basis by an Evaluations Consultant, hired this year in the Division's Bureau of Library Development. The Consultant will assist local libraries to better plan, implement, and evaluate their programs and services. The ***Evaluating Library Programs & Services*** project was established for the overall purpose of developing and tailoring an evaluation model to assist libraries in assessing the quality and adequacy of their services and programs. Using the ***"train the trainers"*** approach, the project will develop programs and training to enhance evaluation efforts and skills in libraries.* Through training and direct participation in a national, U.S. Department of Education, Library Programs project titled Evaluating Library Programs and Services: TELL IT! A Framework for Planning and Evaluation, the Florida Department of State, Division of Library and Information Services, was able to initiate training to over 135 public library administrators statewide in techniques of effective planning and program evaluation. Continual training will be provided to system-level literacy staff to help them better plan, implement, and evaluate local literacy programs and services. The Evaluating Library Programs and Services project was established with the overall purpose of developing and tailoring an evaluation model to help libraries assess the quality and adequacy of their services and programs. Using the train-the-trainers approach, the project will develop programs and training to enhance evaluation efforts and skills in libraries.

- Special library-based literacy projects in public, correctional, and HRS mental health libraries were funded, monitored, and evaluated to gauge the impact of the service.

- Through financial support and/or technical assistance from the Department, public libraries in 34, or 51 percent, of Florida counties participate in instructional programs that tutor adults in basic literacy, English for Speakers of Other Languages, and/or Computer Assisted Literacy instruction.

- Using information received via a statewide survey of library and volunteer literacy providers, the state library planned and assisted in implementation of a series of training and in-service continuing education (CE) workshops that were designed to address the information and training needs of the two target groups at the 1996 Florida Statewide Literacy Conference. This series of workshops represents the second year of a three-year plan to provide specialized CE opportunities for library and volunteer literacy providers to strengthen and improve programs.

- The state library secured a FY 1995 Library Services and Construction Act (LSCA) Title VI grant from the U.S. Department of Education to support attendance and training for 300 library and volunteer literacy providers statewide at the 1996 Florida Literacy Conference; to update and print over 2,600 copies of the 1996 Florida Literacy Directory, which serves as the official authoritative resource guide to literacy providers statewide at the 1995 Florida Literacy Conference.

The grant also provided funds to sponsor participation by at least five state and/or nationally recognized literacy specialists/trainers in specific subject areas at the 1996 State Literacy Conference.

FLORIDA ADULT LITERACY POLICY ACADEMY TEAM: ISSUES AND CHALLENGES, FY 1995

Issues / Challenges	Status
1. The evaluation of the impact of literacy volunteers to reduce illiteracy	**Ongoing** - An evaluation of the impact of literacy volunteers is reflected in this status report.
2. The correlation of assessments of student progress via FTE-based and non FTE-based programs	**Ongoing** - The correlation of assessments of student progress in programs administered by local educational agencies and volunteer literacy organizations continues as various instruments and methodologies are analyzed and alternatives are developed.
3. Education functional-level indicators used to assess student progress; keeping indicators consistent in order to utilize the Adult Education Annual Report and the Automated Data System	**Completed** - The State Board of Education adopted the Indicators of Program Quality. The indicators are utilized in the program-review process.
4. Departure from the grade-level approach of defining literacy and measuring literacy and measuring literacy progress	**Completed** - The state of Florida now incorporates prose, document, and quantitative literacy in statute. A competency-based measure was used in the State Adult Literacy Survey to determine literacy levels in Florida.

Issues/Challenges	Status
5. Development of more accurate performance measures and standards in the delivery of literacy services that focus on a broad range of program standards	**Ongoing** - The Department of Education developed Indicators of Program Quality to ensure a uniform focus on quality literacy programming. Measures and standards are being developed to provide additional guidance and detail as this focus is addressed.
6. The need for adult educators to be actively involved in the development of the student-assessment system for Goal 3, Student Performance, Blueprint 2000	**Ongoing** - An independent assessment team was designated by the School Improvement and Accountability Commission.
7. The need to train local providers on the impact of accountability and Blueprint 2000	**Ongoing** - The Division of Applied Technology and Adult Education funded training projects to clarify the local provider's role in school improvement and accountability; in addition, special sessions at conferences and direct mailings were used to provide information.
8. The need for a method of sharing assessment data with and among agencies	**Ongoing** - This project is in the research stage; however, team members are now able to access and share some data via FIRN.

Issues/Challenges	Status
9. The loss of the adult literacy centers, resulting in a greatly reduced ability to impact literacy efforts statewide	**Ongoing** - In FY 1994, Florida literacy resource centers were reinstated on a new regional format to target rural areas with high literacy needs.
10. The review and reevaluation of the process to update the Adult Literacy Plan in light of Blueprint 2000 data gathering and federal reporting requirements	**Ongoing** - New rules and statute revisions were submitted for the FY 96 legislative session.
11. The need for a statewide evaluation of literacy levels in Florida	**Completed** - Florida was one of 12 states to complete a State Adult Literacy Survey in 1995.

Florida Adult Literacy Policy Academy
Team : GOALS and STRATEGIES

Blueprint 2000: A System of School Improvement and Accountability, as the educational policy of the state of Florida, established high standards for schools and students by focusing on seven goals. Goal 7 addresses adult literacy directly: Adult Floridians are literate and have the knowledge and skills needed to compete in a global economy and exercise the rights and responsibilities of citizenship. Blueprint 2000 also impacts adult educators through Goal 1: Communities and schools collaborate to prepare children and families for children's success in school and Goal 2: Students graduate and are prepared to enter the workforce and post-secondary education. As state policy, these goals and the documented needs of Florida citizenry guide the Team in the development of strategies and goals to improve the quality of life for all Floridians.

The following figures indicate the tremendous need for literacy activities designed for adults:

- By the year 2000, approximately 25 percent of all new jobs will fall into low-skill categories; in comparison, approximately 40 percent of the jobs today fall into those categories.
- Over two million Floridians age 16 and over cannot read at the ninth-grade level.
- A large percentage of high-school dropouts are unemployed and rely on welfare for "survival"; over 60 percent of the current prison population are high-school dropouts.

Future Strategies

The Florida Adult Literacy Policy Academy Team will implement the following strategies to address Florida's adult literacy needs:

- The Team will strongly support **workplace literacy** activities, legislation, methodology, and the dissemination of exemplary curriculum and practices.

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- The Team will seek the expansion of programs designed to aid persons within the **judicial system**. Model programs such as the Probationers' Educational Growth (PEG) program and other literacy programs will be evaluated for success.

- The Team will actively support the expansion of family literacy programs. The Department of Education's **family literacy** campaign will be monitored for success.

Performance Goals

The Team has established the following goals in an effort to advance literacy levels throughout the state.

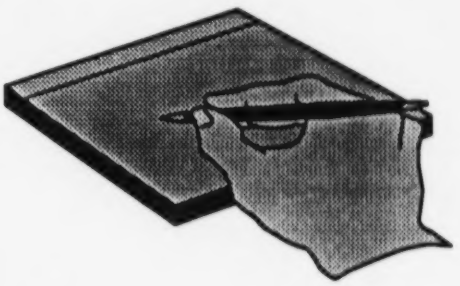
- Recommend state adoption of assessment systems that accurately measure functional literacy levels.

- Recommend revisions, if appropriate, to the Adult Literacy Plan requirements in accordance with the impact of Blueprint 2000.

Restructuring Goals

- Recommend an increased use of technology in adult literacy programs (administration and instruction).

- Expand the development of local literacy plans to include the involvement of all public and private organizations engaged in adult literacy service.



- Facilitate efforts of local educational agencies to develop a comprehensive needs-assessment and marketing plan to support adult literacy service.

- Establish additional procedures for developing baseline data to support the collection and reporting of measurable performance and compliance data from all sources.

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